DOCUMENT RESUME

ED 199 959 EC 132 449

TITLE The Disabled College Freshman.
INSTITUTION President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE [79]
NOTE 11p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Aspiration; *Age; *Career Planning; *College Freshmen; *Disabilities; Higher Education; Physical Disabilities; Surveys

ABSTRACT

The booklet reports results of a survey of college freshmen regarding their disabilities. Data compares responses of handicapped students with responses of all 1978 college freshmen participating in the survey. Data is divided into six areas: age, preparation for college, admissions experience, funding sources, academic aspirations, and career aspirations. Among findings are that a higher percentage of handicapped students indicated an expectation for remedial work; handicapped freshmen were more interested in the sciences, but less interested in business and education than the national norm; and a lower percentage of handicapped freshmen indicated that they had completed a college preparatory program. (CL)

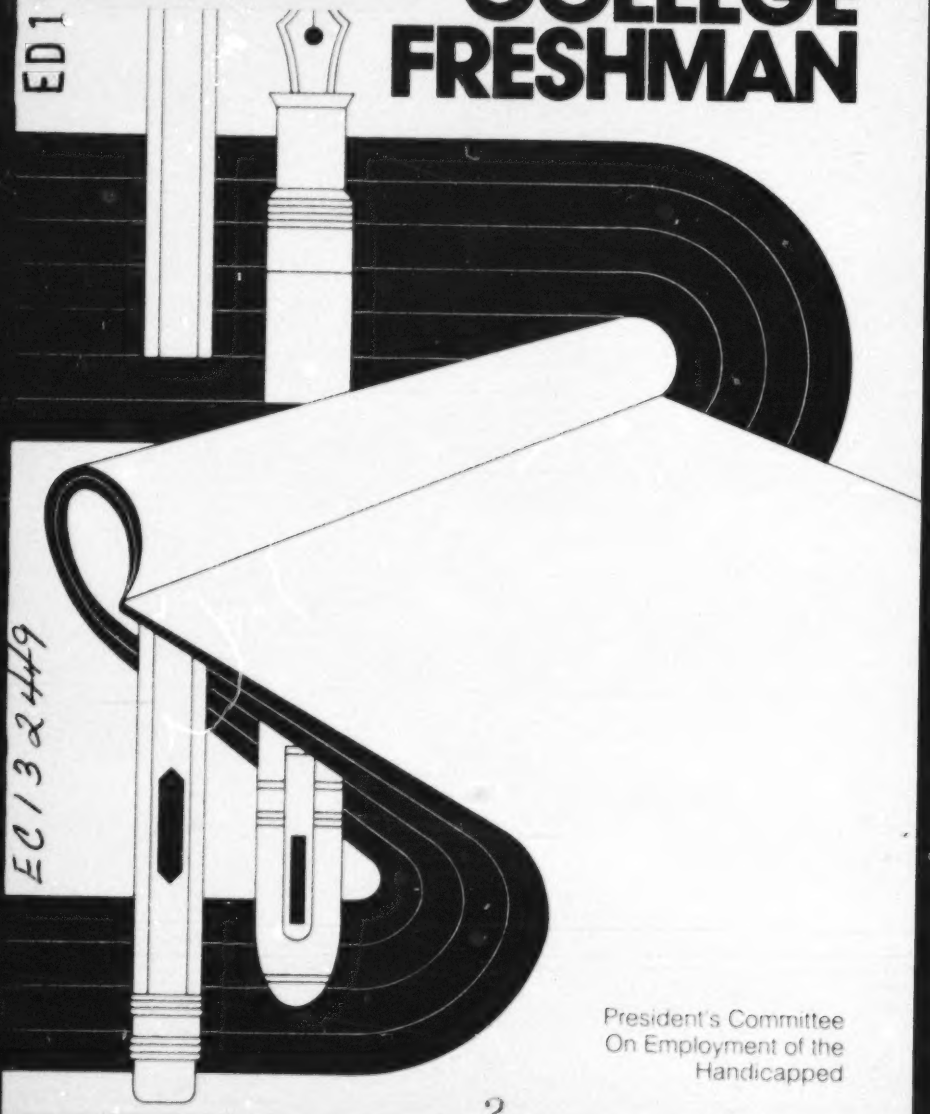
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED199959

THE DISABLED COLLEGE FRESHMAN



EC132449

President's Committee
On Employment of the
Handicapped

Introduction

On June 3, 1977, our Nation's colleges and universities began meeting the challenge mandated by Section 504 of the Rehabilitation Act of 1973. This challenge calls for equal access to higher education for disabled individuals. Over a year later, in September of 1978, a major college freshmen survey revealed that approximately 2.6% of all beginning college freshmen were physically disabled.

Estimates tells us that approximately 8.1%* of the population between the ages of 16 and 25 (the age range of the college freshmen surveyed) are physically disabled. When we compare the 2.6% figure with the 8.1% expected prevalence rate, we can see that handicapped youth are seriously underrepresented in higher education.

The purpose of this publication is to report data which will help to describe and compare the situation of disabled college freshmen in higher education, and hopefully, provide some clues and insights as to what problems remain to be resolved in this area.

**This figure represents the expected prevalence rate of those conditions defined in the 1978 college freshmen survey as constituting a physical handicap. That is to say, approximately 8.1% of the population of the United States between the ages of 16 and 25 probably have the physical handicaps listed in the survey. The 8.1% expected prevalence rate is the expected prevalence rate offered by the Bureau of Education for the Handicapped, U.S.O.E. for similar handicaps in the 5 through 17 age category.*

The Survey

Each fall, students entering college are surveyed by the Cooperative Institutional Research Program (CIRP) of the University of California at Los Angeles (UCLA) in cooperation with the American Council on Education. This survey process was first accomplished in 1966. Since then, thirteen annual reports have been published containing the results of each year's survey.

The purpose of these surveys is to collect data on income, funding, academic achievement, academic goal, career aspirations, political views and a variety of other areas. This information helps educators, administrators and others better understand the year's crop of college freshmen, and provides a basis for comparisons from one year to the next.

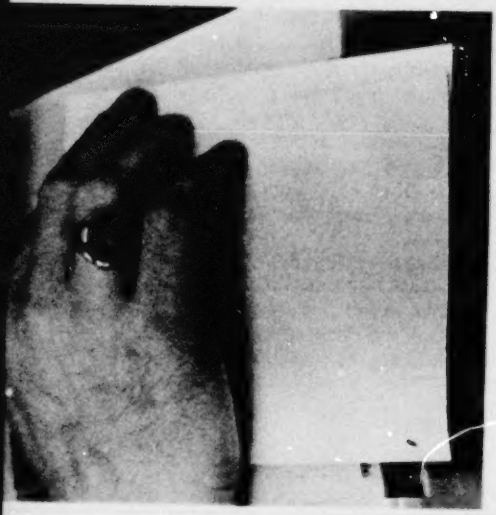
For the first time, in 1978, the college freshmen survey asked questions regarding disability. Three questions were asked of all responding freshmen. They were (1) Do you consider yourself physically handicapped? (2) If yes, what type of handicap do you have? and (3) Does your handicap require architectural accommodations?

The purpose of this publication is to make available the responses of the college freshmen who indicated that they were handicapped. The results of the entire survey, including the responses to the three questions on disability mentioned

above are reported in the publication *The American Freshman: National Norms for Fall 1978*, by Astin, King and Richardson.*

Please note, the CIRP publication does not include the responses of handicapped students to questions on income, funding, academic achievement, academic goals, career aspirations, etc. It contains the responses of all college freshmen to these questions. This publication has much of this unpublished data, and offers comparisons of this data to the national norm.

*It costs $6.00 and may be obtained by writing to the Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024.



Data

What follows is much of the unpublished data collected by the 1978 CIRP college freshmen survey concerning disabled college freshmen. If, after reviewing this information, you have questions regarding the methodology used or the survey instrument, we suggest you consult the CIRP publication *The American College Freshmen: National Norms for Fall of 1978* mentioned earlier.

If you're interested in doing statistical research or a detailed analysis on these data and would like it in its complete form, you can contact Dr. Alexander Astin at the UCLA address for a copy of the computer print-out. There is a charge for this service.

Also, we at the President's Committee would be interested in hearing your reactions to these data. Forward your comments to Paul Hippolitus, President's Committee on Employment of the Handicapped, Washington, DC 20210.

Before we explore the unpublished data, let's first look at the responses of all responding college freshmen to the three questions in the survey concerning disability. The first question was "Do you consider yourself physically handicapped?" 2.6% said yes. (See introduction.)

The next question regarding disability was "If yes, what type of handicap do you have?" The response rate was:

Type of handicap	Percentage
Hearing	10.3
Speech	2.9
Visual	31.2
Orthopedic	15.2
Learning disability	3.1
Other	12.7

The third and last question asked regarding disability was "Does your handicap require architectural accommodations?" 95.1% said no. And 4.9% said yes.

When considering the data generated by these three questions and the entire survey, it's important to realize that these data are sample data and subject to variations. Consequently, they should not be taken too literally. Also, the identification process was through "self-identification" and did not offer any reference to duration or degree of disability.

These facts may explain why 31.2% of those who identified themselves as physically handicapped indicated that they were visually impaired. Or, this high incidence of visual impairment may, in part, be due to the occupational demands of a higher education.

Whatever the reasons, it is suspected that many persons who wear eye glasses counted themselves into the handicapped population. As a result, it would seem fair to conclude that if we were to bring the visual impairment figure down to a reasonable expected prevalence rate, the total percentage of college freshmen who were physically handicapped would drop significantly.

The remainder of the data appearing in this booklet compares the responses of handicapped students (as identified by responding "yes" to the first question "Do you consider yourself physically handicapped?") with the responses of all 1978 college freshmen participating in the survey. The data is divided into six areas. They are (1) age, (2) preparation for college, (3) admissions experience, (4) funding sources, (5) academic aspirations, and (6) career aspirations.

Age

Those individuals who identified themselves as being physically handicapped tended to be both older and younger than the national norm. The national norm is the average for all college freshmen surveyed.

Age by Dec. 31, 1978	Handicapped (%)	National norm (%)
17 or younger	4.3	3.1
18	69.5	76.7
19	18.8	17.3
20	3.0	1.4
21	1.0	0.4
22	0.6	0.3
23 or older	2.9	0.8

Preparation for College

When asked if the respondent attended a high school program that was a college preparatory program or other (such as vocational high school), a lower percentage of handicapped respondents indicated that they came from a college preparatory program than the norm.

High school program	Handicapped (%)	National norm (%)
College prep	88.1	91.1
Other	11.9	8.9

When asked if the respondent has had any remedial work, handicapped respondents indicated a higher percentage who have had remedial work.

Have had remedial work in	Handicapped (%)	National norm (%)
English	11.4	10.0
Reading	12.8	10.9
Mathematics	12.8	10.8
Social studies	11.6	10.5
Science	9.8	9.2
Foreign languages	7.5	6.7

When asked if the student expects he or she will need remedial work, a higher percentage of handicapped students indicated an expection for remedial work.

Will need remedial work in	Handicapped (%)	National norm (%)
English	18.9	14.0
Reading	11.8	8.6
Mathematics	29.9	25.9
Social studies	6.3	4.4
Science	18.2	14.2
Foreign languages	19.7	16.7

Admissions Experiences

Entering college freshmen were asked if the college they have enrolled in was the college of their first choice, second choice, third choice, etc. Handicapped freshmen were less likely to have gotten the college of first or second choice than the national norm.

This college is student's	Handicapped (%)	National norm (%)
First choice	74.5	75.5
Second choice	18.4	19.3
Third Choice	4.8	3.7
Less than third choice	2.3	1.4

When asked how many other colleges they had applied to for admissions, handicapped respondents tended to apply to more schools than the national norm.

Number of other colleges applied to for admission this year	Handicapped (%)	National norm (%)
None	32.6	34.3
One	17.6	18.7
Two	17.0	18.7
Three or more	32.9	27.7

Funding

When asked about the problem of financing a college education, handicapped respondents indicated a higher percentage who had a major concern about funding than the national norm.

Concern about financing college	Handicapped (%)	National norm (%)
No concern	31.5	34.2
Some concern	48.5	49.3
Major concern	20.0	16.5

When asked about grants and scholarships as a source of funding a college education, handicapped respondents seemed more likely to be dependent on them than the national norm.

Grants and scholarships	Handicapped (%)	National norm (%)
Basic educ. opportunity grant	25.5	23.9
Supplemental educ. opportunity grant	8.6	6.9
State scholarship or grant	18.7	16.1
College grant	18.4	17.4
Other private grant	11.2	7.7

When asked about loans to help finance the cost of a college education, handicapped students were more dependent on them than the national norm.

Loan program	Handicapped (%)	National norm (%)
Federal guaranteed student loan	12.4	11.0
Nat'l defense student loan	10.4	8.7
College loans	4.1	3.7
Other loans	4.0	3.8

When asked about parental aid as a source of income to help pay college expenses, handicapped respondents were slightly less likely to be using it than the national norm.

Parental aid	Handicapped (%)	National norm (%)
None	27.0	26.5
Some	73.0	73.5

When asked if they planned to supplement their financial resources through part-time employment, handicapped students were less likely to be doing so than the national norm.

Part-time employment	Handicapped (%)	National norm (%)
yes	19.6	24.2

Academic Aspirations

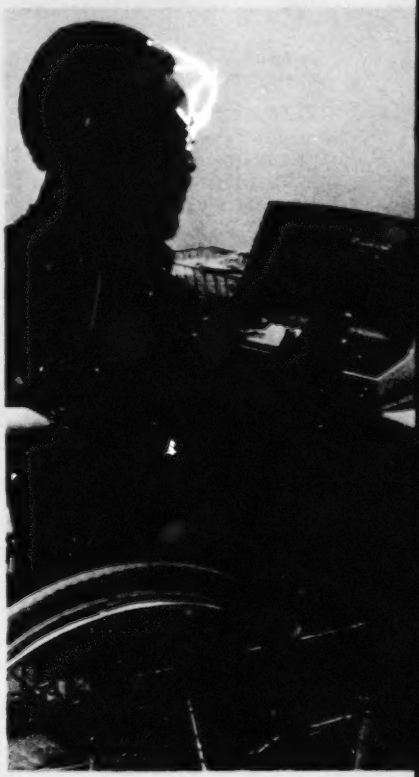
When asked why respondent was going to college, handicapped college freshmen more often had

graduate school ambitions than the national norm.

Reasons noted as very important in deciding to go to college	Handicapped (%)	National norm (%)
Parents wanted me to go	29.8	30.1
Could not find a job	5.8	3.8
Get away from home	10.6	8.0
Get a better job	73.3	72.7
Gain a general education	72.8	71.4
Improve reading-study skills	41.7	40.5
Nothing better to do	3.3	1.8
Become a more cultured person	40.4	36.6
Make more money	57.0	56.7
Learn more about things	77.5	75.3
Meet new and interesting people	59.7	58.8
Prepare for graduate school	54.0	45.8

When asked what degree the respondent sought at the college in which they were presently enrolled, handicapped freshmen displayed a higher percentage who wanted either Associate of Arts degrees, or professional or advanced degrees than the national norm.

Highest degree planned here	Handicapped (%)	National norm (%)
None	4.8	4.6
Associate (A.A. or equivalent)	11.0	4.1
Bachelor's (B.A., B.S.)	61.9	74.4
Master's (M.A., M.S.)	13.7	11.9
Ph.D., or Ed.D.	2.3	1.3
M.D., D.O., D.D.S., or D.V.M.	2.2	0.9
LL.B. or J.D. (law)	1.6	0.8
B.D. or M. Div. (divinity)	0.4	0.4
Other	2.1	1.6



When asked about degree ambitions at any other school, handicapped college freshmen again demonstrated a higher percentage who sought either A.A. degrees, or professional and advanced degrees than the national norm.

Highest degree planned here	Handicapped (%)	National norm (%)
None	2.5	1.8
Associate (A.A. or equivalent)	3.1	1.9
Bachelor's (B.A., B.S.)	28.1	36.4
Master's (M.A., M.S.)	31.5	34.6
Ph.D., or Ed.D.	14.4	10.7
M.D., D.O., D.D.S., or D.V.M.	9.2	6.5
LL.B. or J.D. (law)	7.3	5.3
B.D. or M. Div. (divinity)	1.0	0.5
Other	2.9	2.2

When asked about their probable major field of study, handicapped freshmen were less interested in business and education than the national norm, but more interested in the sciences than the national norm.

Probable major field of study	Handicapped (%)	National norm (%)
Arts and humanities	13.7	11.2
Biological science	6.2	4.8
Business	18.7	21.2
Education	7.9	11.5
Engineering	8.5	8.9
Physical science	4.6	4.0
Professional (medicine, health, therapy, architecture, other professional	15.4	13.7
Social science	11.0	9.8
Technical (building trades, computer programming, drafting, etc.)	2.5	2.1

Career Aspirations

When asked about their probable aspirations, handicapped respondents were less interested in business and military service than the national norm, but more interested in careers in law and medicine than the national norm.

Probable career occupation	Handicapped (%)	National norm (%)
Accountant	5.1	6.2
Actor or entertainer	1.5	1.1
Architect or planner	1.4	1.0
Artist	2.1	1.9
Business (clerical)	1.2	1.1
Business (executive)	8.5	9.5
Business owner	2.1	2.1
Business salesperson or buyer)	0.6	1.0
Clergy (minister or priest)	0.5	0.5
Clergy (other religion)	0.2	0.3
Clinical psychologist	1.6	1.3
College teacher	0.5	0.4
College programmer or analyst	2.5	2.9
Conservationist or forester	0.9	0.8
Dentist (including orthodontist)	1.3	0.9
Dietician or home economist	0.4	0.3
Engineer	7.8	7.3
Farmer or rancher	0.6	0.5
Foreign service worker	1.0	0.6
Homemaker (full-time)	0.2	0.2
Interior decorator	0.6	0.6
Interpreter (translator)	0.3	0.3
Lab technician or hygienist	1.1	1.3
Law enforcement officer	0.9	1.8
Lawyer or judge	6.7	5.3
Military service (career)	0.6	2.3
Musician	1.9	1.9
Nurse	3.2	3.7
Optometrist	0.2	0.2
Pharmacist	0.5	0.5
Physician	5.8	3.8
School counselor	0.2	0.3
Scientific researcher	3.3	2.2
Social, welfare or recreation worker	2.7	2.9
Statistician	0.2	0.1
Therapist (physical, occupational, etc.)	2.5	2.5
Teacher (elementary)	3.6	5.4
Teacher (secondary)	2.8	4.0
Veterinarian	1.2	0.9
Writer or journalist	3.3	3.0
Skilled trades	0.9	0.6
Other	6.6	5.9
Undecided	10.8	11.6